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ABSTRACT

This module is designed to assist vocational teachers in meeting the needs of mainstreamed handicapped learners. It may be used by the teacher as a resource and guide, or the information and activities may be adapted for use with vocational education students or preservice teachers. The module consists of three sections. The first section defines mainstreaming and its implications for vocational educators, and it examines the recent history of mainstreaming in vocational education, including legislation pertaining to handicapped persons. The second section explores ways that a vocational educator can modify instructional strategies to provide for the individual needs of students with handicaps. Learning styles as well as physical and affective disabilities are discussed. Section 3 provides methods that vocational educators can use to evaluate the classroom progress of students with handicaps. A glossary of terms commonly used when discussing mainstreaming of handicapped learners is provided. The guide also contains a resource section with lists of agencies and organizations, literature, and audiovisual aids available for help with mainstreaming students. In addition, the module contains an attitude assessment sheet to allow users to evaluate their present feelings about handicapped persons before using the module. (KC)

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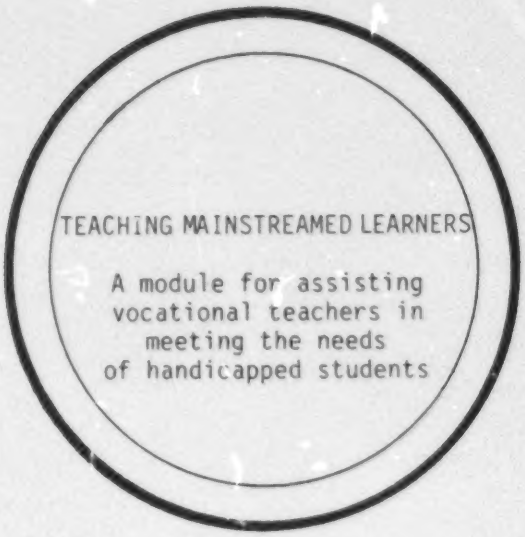

developed by

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The Pennsylvania State University
1983

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Foreward

This module is designed to assist vocational teachers in meeting the needs of mainstreamed handicapped learners. Because educators deal with many types of students, the module provides concise and specific information pertaining to handicapped students.

The educator may use this module as a resource and/or guide, or information and activities may be adapted for use with vocational students or preservice teachers. Regardless of the type of use, the attitude assessment on page 1 will allow the user to evaluate present feelings about handicapped individuals. The activities and information in this module cannot attempt to explain or explore all aspects of teaching handicapped learners. Instead it provides a basic resource guide for vocational educators who have mainstreamed learners in their classrooms. It may also serve to encourage further exploration of many other related topics and their implications.

Included in this module are a glossary of terms, basic facts about legislation as it pertains to handicapped learners and vocational education, and a list of sources available for personal use or use in the classroom.

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INITIAL ACTIVITY

Before beginning to read the text on use of the module, complete the scale below. After answering the questions, refer to the key following them to discover your present feelings about the handicapped.

Attitudes Toward Handicapped Persons Scale

Directions: Read each statement and list the number which most nearly represents your feelings. The possible numbers to select are:

+3: I agree very much
+2: I agree pretty much
+1: I agree a little

-1: I disagree a little
-2: I disagree pretty much
-3: I disagree very much

(Please answer every item)

_____1. Handicapped persons are usually friendly.

_____2. People who are handicapped should not have to pay income tax.

_____3. Handicapped people are no more emotional than other people.

_____4. Handicapped persons can have a normal social life.

_____5. Most physically handicapped persons have a chip on their shoulder.

_____6. Handicapped workers can be as successful as other workers.

_____7. Very few handicapped persons are ashamed of their handicaps.

_____8. Most people feel uncomfortable when they associate with handicapped people.

_____ 9. Handicapped people show less enthusiasm than non-handicapped people.

_____ 10. Handicapped people do not become upset any more easily than non-handicapped people.

_____ 11. Handicapped people are often less aggressive than normal people.

_____ 12. Most handicapped persons get married and have children.

_____ 13. Most handicapped persons do not worry any more than anyone else.

_____ 14. Employers should not be allowed to fire handicapped employees.

_____ 15. Handicapped people are not as happy as non-handicapped ones.

_____ 16. Severely handicapped people are harder to get along with than are those with minor handicaps.

_____ 17. Most handicapped people expect special treatment.

_____ 18. Handicapped persons should not expect to lead normal lives.

_____ 19. Most handicapped people tend to get discouraged easily.

_____ 20. The worst thing that could happen to a person would be for him to be very severely injured.

Key for Scoring Attitudes Toward Handicapped Persons Scale

1. Change sign of #'s 1, 3, 4, 6, 7, 10, 12, 13. If they are "+" change to "-"; if they are "-" change to "+".

2. Add each number to obtain a total score. You may obtain a negative number.

3. Reverse the sign of your score--if it is "+" make it "-", if "-" make it "+".

4. Interpret your score. Total scores can range from -60 to +60. A negative score indicates a negative (non-accepting) attitude, a positive score is an indication of a positive (accepting) attitude. The higher the score, the more accepting.

Adapted from an idea by Holyoak, Arlene; Thompson, Cecelia; and Sullivan, Deborah. Teaching the Handicapped Learner. University Park, PA: The Pennsylvania State University, 1981.

INTRODUCTION

TEACHING MAINSTREAMED LEARNERS contains three sections. The first section defines mainstreaming and its implications for vocational educators, and examines the recent history of mainstreaming in vocational education. The second explores ways that a vocational educator can modify instructional strategies to provide for the individual needs of students with handicaps. Section number three provides methods that vocational educators can use to evaluate the classroom progress of students with handicaps.

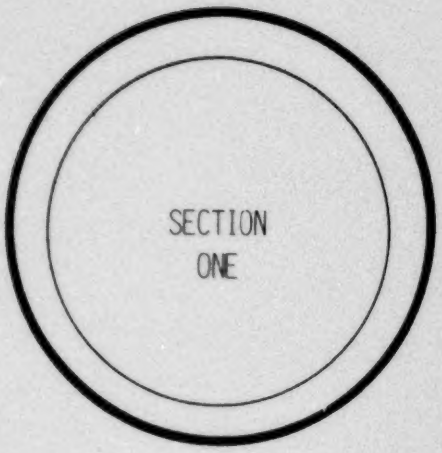
A glossary is provided preceding the three major sections for reference to terms commonly used when discussing mainstreaming of handicapped learners.

• •

> The word "handicap" comes from the practice of beggars who held "cap in hand" to solicit charity--and the word reflects the dependent position in which society places upon disabled people.
>
> -Project BORN FREE-

GLOSSARY OF TERMS FOR MAINSTREAMING

disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. Such a disorder may manifest itself in imperfect ability to listen, think, write, spell or do mathematical calculations.
exceptional	All pupils who need some form of special education at some stage in their schooling. This special education can be full or part time and for brief or extended periods of time.
handicapped	Those who are hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically-impaired, health-impaired, blind, multi-handicapped, or learning disabled.
mainstreaming	The provision of a meaningful environment in a least restrictive setting for students who vary in potentials and limitations, including those with handicaps and/or disabilities. This environment nurtures growth for students both as individuals and group members.


SECTION
ONE

AN OVERVIEW OF MAINSTREAMING

Mainstreaming is a concept that has been widely discussed and debated. It is an idea conceived in the minds of special education experts and mandated by federal legislation. Many misconceptions about the exact explanation of mainstreaming exist.

A critical examination of the definition of mainstreaming reveals that it is the means for providing the the most appropriate education for each student in the least restrictive setting. Providing appropriate education involves considering the needs of students. Clinical or diagnostic labels, e.g. mentally retarded, handicapped, or gifted, must be disregarded. Alternatives should be sought or created by teachers who have students with 'special' educational needs in a regular classroom situation. Some methods for the discovery of alternatives might be consulting other teachers, specialists in materials and methods, or special education personnel. Mainstreaming requires working together to provide equal educational opportunities for all children.

The concept of mainstreaming does not involve the return of all exceptional students who have been in special classes to the regular classroom. Nor does it mean that these students will be placed in regular classes without needed support services. The provision of educational services through mainstreaming does not cost less than maintaining special classrooms for exceptional students, but the benefits far outweigh the costs--students can learn better the practical skills needed to function successfully in society by participating with the "mainstream" of society in an educational setting.

Mainstreaming encompasses a system perspective. It requires changing the policies, structures, administrative behaviors, teaching practices, language and classification systems, and referral and placement procedures of the entire public school system! Because each segment of the system has an impact on the other, sharing a common philosophy and striving toward common goals is essential.

Most people are socialized within a framework of expectations which are different from the "normal" person and the handicapped individual. Among these expecations are the ways emotions are expressed, the level of intelligence, the ability to work and support oneself, and the ability to have a "regular" home and family. Many of these expectations are based on tradition, or the way things have been in the past. Today, new technology and research-based knowledge make many of these expectations limiting and unrealistic. Mainstreaming is one attempt to provide opportunities for freedom and participation without prejudice.

The issue of mainstreaming in vocational education is much the same as that of any other issue dealing with equity--the opportunity for all students to develop skills needed in the home and the paid labor force which most nearly meet individual interests and abilities. Teachers, administrators and counselors are all vital to this educational process. In order to be a positive force in the process, an understanding of the legislation dealing with mainstreaming, a knowledge of strategies for teaching handicapped students in a mainstreamed classroom and methods for evaluating these students, and a knowledge of the resources which are available on the topic is necessary.

HISTORICAL HIGHLIGHTS IN EDUCATION OF THE HANDICAPPED

1817 • First educational program for exceptional children and youth formally established in the United States--American Asylum for the Education and Instruction of the Deaf (now American School for the Deaf), Hartford, Connecticut.

1829 • First residential school for blind pupils in the United States incorporated in Watertown, Massachusetts.

1848 • Edward Seguin came from France to describe his educational procedures there with mentally retarded pupils and to urge the establishment of schools for mentally retarded children and youth in the United States.

• Dorothea Dix confronted the Congress with the inhumanity of many programs for the "mentally ill."

1859 • Nation's first residential school for persons with mental retardation started in South Boston under the name of Massachusetts School for Idiotic and Feeble-Minded Youth.

1869 • First day classes for any exceptional children were begun for deaf pupils in Boston, Massachusetts.

1878 • Day classes for mentally retarded pupils proposed by August Schenck of Detroit in a speech before the American Teachers Association.

1896 • First public school day classes for mentally retarded pupils initiated in Providence, Rhode Island.

1899 • First public school day classes for cripped children and youth started in Chicago, Illinois.

1900 • First public school day classes for blind pupils begun in Chicago, Illinois.

• Wisconsin and Michigan authorized subsidies to expand classes for deaf pupils in local public schools, the first such state financial support for excess educational cost for any exceptional children and youth.

1904 • Vineland Training School started summer training sessions for teachers of the retarded.

1908 • Establishment of first public school day classes for children with lowered vitality.

• Speech correction initiated in New York public school.

1909 • National Education Association cites the Goddard translation and revision of the Binet-Simon Scale of Intelligence as a useful test with exceptional children and specifically with mentally retarded children.

1911 • Countywide Survey by United States Bureau of Education found six percent of cities reporting special classes for gifted pupils.

1913 • Roxbury, Massachusetts started first classes for partially seeing pupils.

1915 • Laggards in Our Schools by Leonard P. Ayres was published; it was one of the first special education texts.

1922 • Founding year of The Council for Exceptional Children.

1930 • President Hoover named a committee to study the needs of exceptional children.

1931 • A section on exceptional children was formed in the United States Office of Education and a professional educator was named a Senior Specialist to head the unit.

1941 • The National Society for Education devoted a yearbook to the education of exceptional children.

1950 • National Association for Retarded Citizens was formed.

• Thirty-four states had laws subsidizing public school classes for all recognized groups of exceptional children.

1957 • Cooperative Educational Research Program launched by the U.S. Office of Education, with problems of the mentally retarded a priority.

1958 • Congress passed Public Law 85-926 to provide one million dollars to be allocated to colleges and universities to train professional educators for special education of mentally retarded pupils.

1961 • Congress added funds to support preparation of teachers of deaf children and youth.

1963 • Congress legislated funds to support training of educators for all recognized groups of handicapped and to subsidize research regarding their education.

1965 • Elementary and Secondary Act provided a major breakthrough in federal support of schools, especially programs serving the disadvantaged.

1966 • Bureau for the Education of the Handicapped established in the Office of Education.

1971 • Special study of educational needs of gifted and talented pupils initiated by United States Commissioner of Education.

1972 • Legal actions in Pennsylvania and the District of Columbia initiated a move toward mainstreaming handicapped learners into the regular educational system.

1973 • Rehabilitation Act amendments guarantee rights of the handicapped.

1975 • Education of All Handicapped Children Act (Public Law 94-142) signed into law.

1976 • All states pass laws subsidizing public school programs for the handicapped.

• States begin to require all teachers to have preparation to mainstream handicapped students into their classrooms.

Adapted from an idea by Reynolds, Maynard C. and Birch, Jack W. Teaching Exceptional Children in All America's Schools. Reston, Virginia: The Council for Exceptional Children, 1977.

LEGISLATION AND MAINSTREAMING

Although several laws are in existence which relate to education of the handicapped, Public Law (P.L.) 94-142 specifically addressed itself to the idea of mainstreaming. Signed into law on November, 1975, this legislation is also known as the Education for All Handicapped Children Act, an amendment to the Education for the Handicapped Act. Because P.L. 94-142 is a bill designed to provide funding for state assistance in implementing the manner in which it is carried out may vary depending on the state's perceived needs.

Several Congressional findings prompted the creation and passage of this bill:

- In 1975 there were over eight million handicapped children in the United States.
- Over one half of these children did not receive appropriate educational services.
- Many children participated in public schools with undetected handicaps.
- Services in public schools for the handicapped were often sparse and inadequate.
- Training of teachers to diagnose and teach handicapped students in the regular classroom was limited, and in some cases non-existent.

Public Law 94-142 defined handicapped as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health-impaired, deaf-blind, multihandicapped, or having specific learning disabilities. Purposes of the law included:

- The assurance of free appropriate public education for all,
- The assurance of protection of the rights of the handicapped and their parents,

- The provision of funding to states, and
- The assessment of effectiveness of efforts to educate handicapped learners.

Section 504 of the Rehabilitation Act of 1973 is a complement to P.L. 94-142. This section deals with the physical accessibility of buildings and public programs to the handicapped. It provides another means for mainstreaming the handicapped into American life.

Under P.L. 94-142 there are seven provisions which are crucial to a teacher's understanding of the law:

1. Free Appropriate Public Education--Free is defined as at public expense, under public supervision and direction, and without charge to parents. The appropriateness of a program is determined by the needs of the individual child. Also included is the understanding that transportation and developmental, corrective, and other supportive services will be supplied, e.g. physical therapy, counseling, and medical services.

2. Least Restrictive Environment--The appropriate environment would be determined by the needs of the individual and the nature and quality of the learning environment. Alternative situations for learning must also be provided.

3. Evaluation/Placement--Prior to the evaluation of any student written parental consent must be obtained. Then a full and individual evaluation is performed by a multi-disciplinary team of professionals. No single criterion can be used to determine an appropriate educational program.

4. Individualized Education Program (IEP)--This provision of the law directly affects the classroom, for it provided for creation of the most appropriate educational program for each exceptional student. The IEP is based on the student's evaluation and is developed, reviewed, and revised by a team of diverse but appropriate persons including the teacher(s) involved. An IEP must exist before a student receives educational services.

5. Personnel Development--Training and information must be provided to teachers based on their needs.

6. Procedural Safeguards--This section outlines procedures to follow when a grievance exists.

7. Funding--Limitations prescriptions for funding as described in this section.

If more information is needed, or if you would like to have a copy of the law the information for obtaining is listed below.

Public Law 94-142, 94th Congress, S.6
November 29, 1975
An Act

Send 45¢ to: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Two other laws are specifically related to vocations:

- Section 503 of the Rehabilitation Act of 1973: This law provides a set of regulations which require most employers with federal contracts to take positive action in recruiting, hiring, and promoting disabled

persons. Any organization, whether profit-seeking or not, awarded a contract in excess of $2500 for supplies, services or property must be in compliance with the law.

- Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974: this law provides a set of regulations requiring most employers with federal contracts to take positive action in recruiting, hiring and promoting disabled and Vietnam-Era veterans. Any organizations awarded a U.S. government contract in excess of $10,000 for supplies, services, or property must comply.

Mainstream, Inc. provides current information concerning equal opportunity employment for handicapped persons. For more information or copies of materials available an address is provided below.

MAINSTREAM, INC. 1200 15th Street, N.W.
Washington, D.C. 20005
202/833-1136 Voice/TTY

ACTIVITIES
FOR
SECTION I

ACTIVITY 1

A. Read the stories on the following pages written by or about persons with handicapping conditions.

B. Identify the particular handicap you think that person might have.

C. Check the key at the end of this activity to determine the accuracy of your answer.

Bonnie's Story:

My life began July 8, 1952, three months ahead of schedule. I lay in a sterile walled encasement known as an incubator, which would eventually be my tomb in the minds of medical science. Contrary to medical opinions, my tomb was the doorway to a challenging adventure which I began as a six month old "premie" of 2 pounds. I was labeled, in laymen's terms, handicapped.

I survived incubator, casts, and surgery. I struggled endlessly with my body. Progress came slowly as I tried to make other muscles to respond and take the place of spastically impaired muscles. I finally learned to walk in my own peculiar fashion.

My school days were here with the wonder of self-discovery and a new awareness of myself in relation to others. Even though high scores on IQ tests permitted me to start school a year early, I was not prepared for the devastating effect of society. I had always thought of myself as being like anybody else, but now I was a normal child trapped inside a socially unacceptable body. I ached to cry out and tell my friends that I was not different than they but I was always stopped by the reflection in their eyes. I was segregated not only physically but psychologically and socially. I built my own little world centered around animals. There was a sense of security among my little menagerie where I was free from fears of rejection, for I discovered safety in rejecting before being rejected. I lived in a "looking glass world" able to observe and be observed, to feel with gnawing intensity, but not allowed or able to touch. Invisible, but real boundaries formed the mold to which I was expected to adapt.

Adolescence brought new challenges which sometimes seemed insurmountable. Even though my physical disability was steadily improving, I saw myself as inadequate and unworthy as a human being because of my past rejection. I turned to my studies as a means of escape. I found my sense of self worth in achieving academically and soon became a member of the Honor Society. I tried frantically to become a member of the "in group" but my efforts were in vain so I resumed my studies instead.

In 1966 my family moved to Calgary, Alberta, Canada. I arrived just in time for the ninth grade. At that school I went on to campaign for school president. No doubt this was the first time an unknown, American, handicapped female had dared such a thing. I competed against three other Canadian students and came in a close second in the election.

Barely two months into my tenth year another move was made. The anticipation which filled my thoughts on arriving in Vancouver, British Columbia, quickly dissolved because of stereotyping. A sizable portion of the faculty thought I was supposed to feel and act inferior. The school psychologist told me "Your desire to attend university is very unrealistic and you would only continue struggling for something beyond your grasp. In all probability, your continuation of academic pursuits would lead to more stigma than your ability to cope. It is, therefore, my recommendation that you be put in a vocational program."

I returned to Utah for my senior year. The faculty continually stressed self actualization, and geared their attention to my assets rather than my disabilities. An impossible dream turned into a reality as I walked down the aisle to receive my diploma in the top percentage of my class. Tears stained my face; I had grasped the "ungraspable."

Since that time I went on to achieve that psychologist's impossibility. I am in magna cum laude standing at Brigham Young University after two years of study. How important it is to have respect and dignity, to finally realize that each person whether black, brown, white, culturally disadvantaged, disabled or not disabled has a right to develop whatever potentials he has, not because it will make him a more productive being and a more socially acceptable person, but because these are his birthright as a human being.

Many years have passed since I lay in that incubator and I have gained an awareness of myself and other "exceptional people." The world is full of labels and it is up to you whether you live by those labels. The exceptional individual is not a type or category, but a worthy human being whose social world is somewhat limited.

Baker, Bonnie. "Can People with Impairments Overcome Society's Handicaps?" Physical Education and Recreation, June 1977, p. 60-61.

Kathy's Story:

I remember the first day of fourth grade. We had just moved to a new town, and I was in a new school, feeling very tense and nervous because the school basically was not overjoyed at my being there. The first day the principal came into the class and asked a question. I thought she said, "How many people are buying milk today?" But she hadn't asked that. She'd asked, "How many people are taking the bus?" When I stood up, she said to me, "I know you live up the street so there's no way you're taking the bus!" I wanted to fall through the floor. I didn't want to go back to school after that.

That kind of thing can make you real shy. Very sensitive. I felt like crying a lot of times because I'd misunderstood. I learned to keep my mouth shut most of the time. I didn't want to take a chance on giving a funny answer because that would make the other kids laugh.

I was labeled "withdrawn" on some of my report cards. One science teacher said to my mom, "She's so withdrawn she needs psychiatric help." This teacher had the attitude that he was there to teach a class and no one had more right to extra time or attention than another. 'Course he was the kind of teacher who talked to the board half the time. I didn't know what was going on.

My family has not always been the greatest help. My mother used to not let me walk across the street. As a matter of fact, when I was little my mother used to tie a rope around my waist and tie me to a post to keep me within 10 feet of the house. We lived on a main street and she worried a lot. I think my family feels sorry for me more than anything. That's something I have to cope with in them.

People who feel sorry for you don't allow you to do for yourself. They don't accept you as a person. They think you're a partial person. The last thing a handicapped person needs is somebody doing everything for them. You've got to find out for yourself what you can do.

I want to tell people--my parents, all kinds of other people--"Leave me alone. I can do it." When somebody tells me I can't do this or that, I try to prove they're wrong. It doesn't even matter what the thing is, I think I've spent a third of my life fighting other people.

You know one thing I've always wanted to do was sing. You know how you dream about certain things? Well, I never dreamed of being a professional singer or anything like that, but I would really love to be able to sing really good justonce.

I think when you're shorted in one area--like me with the singing--you find something else and just dive into it. When I'm at a sewing machine or making crafts, I'm totally into it. I just forget the whole world. That's the way I feel good about myself.

Just in the last year or two I've started changing. Reversing things, maybe. If other people get upset or think it's funny because I can't carry on a conversation, I say to myself, that's their problem. I never used to think that way. I'd always lay it on myself. Feel bad, you know. Inadequate. But I'm changing.

I don't think that would have happened if I'd been stuck away somewhere, protected from all this. I'm lousy in just about every subject, but in home economics I was able to teach the teachers a few things. That's a good feeling.

No author listed. "The Handicapped, Special...and the Same," Current Lifestyles, February 1981, pp. 5, 7.

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John's Story:

Learning new things can be really exicting if you get into them a lot and really work at them. That's what rock climbing and skate-boarding were like for me. When I learn something new I just get really excited, and I keep doing it over and over again. But learning has not always been an easy thing for me. School is probably the best example of something that has been really hard for me, almost all the time. When the other kids were going outside for recess, I would always have to stay inside to do extra work or to finish stuff that I was having trouble with. For me that meant reading, spelling, and writing most of all.

I could do just about anything else, but those three things were real problems for me. It seemed like everyone else could breeze right through them, but I'd always get stuck. I think the thing that made it hard for me to learn was that I got frustrated and angry with myself when I couldn't do something. I'd look at a book for a few seconds and say "Forget it." Then I'd slam it shut, put it away, and just sit there wasting all my time. I can't remember one time when reading was easy for me. It was always hard.

Then a couple of years ago, I started going to a new school, and now things are beginning to be a lot easier for me. Some of the kids in the new school have the same problem and I know I'm not the only one having a hard time. The teachers understood that it wasn't easy for me to read. Before, I didn't think I could do anything, but now I know I can. Now I feel that when I try it's going to work--that I'm going to be able to do it. I'm feeling a lot more confident.

Sullivan, Mary Beth, Brightman, Alan J., and Blatt, Joseph. Feeling Free. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1979, pg. 16 and 24.

Laurie's Story:

This is my first year in high school, and I was kind of scared when I started. My high school is a big place, and I was worried about being able to find my way around. I'd get butterflies in my stomach and sometimes think that I didn't want to go at all. (I) was even worried about finding the front door.

When I'm with a group of new people or when I go into a new place, something always seems to happen to me. I get a little nervous and then I just get clumsy or something and everything starts to go wrong. Most people don't say anything about it, but when I'm with one of my girlfriends somebody might whisper something to her, like "What's the matter with her? Is she nuts or something?" Like everything else, you learn to live with it. It's not such a sad thing.

As it turned out, I started making friends right away with a girl who sat behind me in my homeroom class. She started to walk with me to my locker and to my different classes, and she would introduce me to her friends along the way. I got to know a lot of people really quickly, and now it's kind of easy to get around.

Learning to get around on my own is really hard. Sometimes I'll try to tell my teacher I don't think I'm ready to do it, but she always thinks I am. She'll just come right out and say, "Laurie, you're on your own now." I guess she's right. I mean, she's not going to be there forever. I think I'm going to make it. I'll be able to do more and more on my own. I won't always have to have somebody else around. I'll be independent.

Sullivan, Mary Beth, Brightman, Alan J., and Blatt, Joseph. Feeling Free. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1979, pg. 58, 76, and 186.

Brian's Story:

My younger brother's name is Brian, and he really has a mind of his own. It's like if you say something to him, he'll decide to do just the opposite sometimes. I guess any brother or sister will do that once in a while, but like I said, Brian has a mind of his own.

He's very curious, too. If there's some construction going on and the workers are digging up the street, he'll just sit there all day and watch them. He just likes to see what's happening. And naturally, by the end of the day he's made friends with practically every one of the workers. He's really one of the friendliest kids I know. I don't think there is anyone who knows Brian and doesn't like him.

Brian can't learn most things as quickly as other kids his age. He tries so hard, but he still has trouble and gets frustrated real easily. It's not too hard to understand why, either. Most people take it for granted that it's easy to tie a shoe or button a shirt or things like that. But a lot of these things aren't so simple for Brian. He has to try real hard, doing these things over and over again to get them right. And he does. Everything doesn't come out perfectly, but I think he does pretty well.

I wish people could see how hard Brian tries to learn new things. I think they'd be amazed, especially those people who think that he can't do anything at all.

Some people ask me what it's like to have a brother like Brian. Each person has his own problems and his own way of acting. Just like Brian. To me, he's just a fun kid to have around. I don't think about him any other way.

Sullivan, Mary Beth, Brightman, Alan J., and Blatt, Joseph. Feeling Free. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1979. pp. 134-138.

KEY TO ACTIVITY 1:

The handicapping conditions of the person in each passage is:

Bonnie: Cerebral Palsy
Kathy: Hearing Disability
John: Learning Disability
Laurie: Blind
Brian: Retarded

ACTIVITY 2

Choose one, or all, of the activities below or on the following page, and try them to understand how it feels to have a handicap (this activity can also work well with students).

STICK FINGERS

Objectives:

1. To experience the lack of fine motor coordination similar to an arthritic condition.
2. To experience the frustration of not being able to perform single fine motor tasks.

Materials:

Tongue depressors or revel sticks
Masking tape
Pencil and line paper

Procedure:

1. Tape a tongue depressor or stick to the back of each finger on your dominant hand so that the fingers do not bend.
2. Try to:
   a. Write your name, address and telephone number on the top, righthand corner of the sheet of lined paper.
   b. Draw a picture of a person.

Follow-up:

How did you feel when your hands didn't work as expected?

MY FINGERS DON'T WORK

Objectives:

1. To experience poor fine motor coordination (such handicaps are cerebral palsy, Parkinsons, quadriplegia, etc.)
2. To experience the frustration of not being able to perform simple tasks.

Materials:

One pair of work gloves (fingers should be stuffed with tissues)
One pair of scissors
Sheet of paper

Procedure:

1. Untie your shoes.
2. Put a pair of work gloves on opposite hands.
3. Try to:
   a. Tie shoes
   b. Fold a paper
   c. Zip up or button an article of clothing
   d. Pick up a piece of paper from the floor
   e. Cut paper

Follow-up:

How do you think a handicapped individual might feel about not performing up to expectations? Did you feel frustrated when your fingers would not perform as expected?

I AM TRYING

Objective:

1. To develop an awareness of writing difficulties.

Materials:

Pencil
Paper

Procedure:

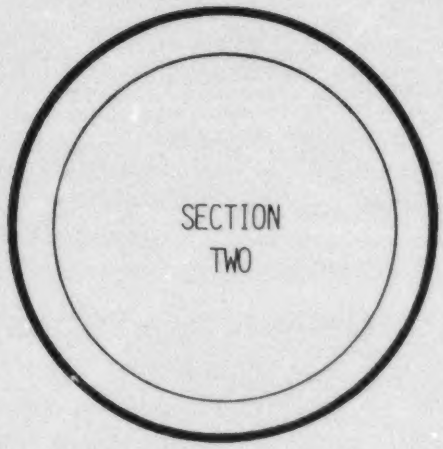
1. Write your name on a piece of paper using your best handwriting.
2. Move your left foot on the floor counter-clockwise (right foot clockwise if you are left-handed).
3. Write your name while continuing to move your foot.

Follow-up:

Was there any difference? Why? How would you feel if you had to write that way all the time?

ACTIVITY 3

Contact your State Department of Education for an explanation of the services and activities offered to local education agencies.


SECTION
TWO

MODIFYING INSTRUCTIONAL STRATEGIES TO MEET THE NEEDS OF HANDICAPPED LEARNERS

In order to minimize the difficulties experienced by mainstreamed learners teaching and learning strategies must often be altered. Understanding the characteristics of handicapped learners can help a teacher anticipate and prevent problems that might be encountered in the classroom. The removal of barriers to learning can be as simple as rearranging furniture in the learning environment or as complex as planning for teaching a person who cannot hear in a classroom with students of normal hearing ability. The vocational educator must examine each lesson plan to determine desirable methods for challenging handicapped learners and providing experiences that will help them develop their full potential.

The following pages provide basic information about learning styles and disabilities with suggestions for adapting the learning environment.

Learning Styles

The following descriptions of learning styles are typical to all learners in varying degrees. Most learners, however, tend to exhibit more characteristics in one category. An awareness of these styles can assist instructors (teachers) in the selection of appropriate learning activities.

Description	Recommendations
I. Auditory Learner	
1. Learns best from hearing spoken words. 2. May remember locker and phone numbers, words to popular songs, and is quite successful with oral number games. 3. Memorizes quite easily. 4. Moves lips when reading silently or quietly vocalizes when studying. 5. Prefers oral expression.	* Allow time to talk through tasks. * Tape record lessons. * Tape record responses. * Pair with a visual learner in order to provide a balance.
II. Visual Learner	
1. Learns well from seeing words. 2. May write words down that are given orally in order to learn by seeing them on paper. 3. Remembers and uses information better if it has been read. 4. Generally does not require as much oral explanation. 5. Prefers written rather than oral expression.	* Provide opportunities to view and and see instruction. * Allow for response to be written or pictorial. * Use pictures and a variety of visual aids. * Encourage development of listening skills.
III. Kinesthetic Learner (tactile)	
1. Is full of activity. 2. Wants to touch-feel everything. 3. Enjoys doing things with hands and needs concrete objects as learning aids. 4. Has difficulty learning abstract symbols.	* Provide active learning experience. * Provide opportunity for involvement through the use of role play. * Encourage positive channeling of activities. * Include opportunities to touch, feel, smell.

Description	Recommendations
IV. Auditory-Visual-Kinesthetic Combination	
1. Learns best by experience-doing, self-involvement. 2. Needs a combination of stimuli. 3. Needs manipulation of material combined with the accompanying sight and sounds.	* Encourage student to present demonstrations. * Provide opportunities to question, probe, and explore. * Provide for tape recording and script so student can both listen and read.
V. Individual Learner	
1. Accomplishes more work alone. 2. Thinks best and remembers more when learned alone. 3. Cares more for his own opinions than for the ideas of others.	* Provide choice situations for individual, small group and large group activities. * Encourage social and group interaction on a limited basis. * Encourage individual exploration of guest activities. * Provide an extensive supply of resource material.
VI. Group Learner	
1. Accomplishes more when working with at least one other student. 2. Values other opinions and preferences. 3. Increases learning and later recognition of facts through group interaction. 4. Needs opportunities to practice socialization skills.	* Provide choice situations for individual, small group and large group activities. * Encourage some independent work.

Gibbons, Sarah Jane (Comp.). A Guide to Mainstreaming in Home Economics. West Virginia Department of Education.

Physical Disability

Physical disabilities are unique to each individual. As a group, however, the physically disabled are likely to exhibit the following chacteristics:

- Has personal appearance that may indicate some physical limitation.
- Feels rejected by peers when judged by physical appearance.
- May or may not accept own disability, and possible appearance, as permanent.
- May be overly rejecting or overly demanding of help.
- Has difficulty in establishing one's self as an adult; difficult to attain society's "signs of maturity":
  - ...marriage-parenthood
  - ...economic independence
  - ...independent living
- May be stronger or weaker physically than appearance.

It will be helpful to seek additional information from a counselor, physical therapist, or special education teacher.

Description	Recommendations
I. Hearing Impairment	
1. May possess defective speech and language skills. 2. May not understand or may misinterpret spoken word. 3. Seems inattentive consistently. 4. Shows repeated inability to hear in a group. 5. Has difficulty in locating sound direction. 6. Frequently fails to respond to questions. 7. Asks to have words or sentences repeated. 8. Has an unusually loud or weak voice. 9. Withdraws from the group. 10. Complains of buzzing or ringing in the ears. 11. Has poor articulation. 12. Uses what frequently. 13. Frowns or strains forward when addressed. 14. Holds head in a peculiar position when spoken to or turns one ear to speaker.	* Use preferential seating. * Arrange for a "note-taker". * Allow the student to move freely about the room to secure the best vantage point for hearing. * Face the learner when talking. * Make the following adjustments for those individuals who speech read: a. provide good lighting b. allow seating close to the front of the room c. try not to stand in front of a window as this places shadows on your face and makes it impossible for the students to do any lip-reading. d. spell new words on the blackboard. e. when demonstrating the use of equipments, verbalize instructions before undertaking the demonstration, for students cannot watch the instructor's face and the demonstration at the same time.

Description	Recommendations
	f. avoid covering the mouth g. speak naturally h. repeat what others have said * Find out what acoustical conditions are detrimental to students who use hearing aids, if possible, close windows when there is loud traffic outside or close classroom doors when there is noise in the hall. * Check with the learners individually to see if they are comprehending the information and classroom presentation. a. use blackboards, overhead transparencies, etc. b. provide study sheet or discussion guide for the student to use during verbal discussions or lectures c. increase classroom and individual use of A-V materials d. when a cassette tape or record is used in class, provide the student with a script.
II. Visual Impairment	
1. Rubs eyes excessively, frowns and attempts to brush away tears. 2. Blinks frequently and may become irritable when doing close work. 3. Has crossed eyes. 4. Stumbles or trips over small objects. 5. Is unable to participate in games requiring distance vision. 6. Writes erratically. 7. Complains of dizziness, headaches, or nausea following close eye work. 8. Shows retarded mobility--appears awkward, clumsy, careless. 9. Tilts head.	* Convert printed instructional material into enlarged print. * Transcribe pertinent material onto cassette tapes. * Provide special or supplementary lighting for visually impaired students. * Stress auditory models of presentation. Make extensive use of records and tapes.

Description	Recommendations
10. Holds objects close to eyes. 11. Squints and rolls eyes. 12. Is sensitive to bright lights. 13. Is inattentive to visual objects or tasks such as looking at pictures. 14. Displays awkward mess in activities requiring close eye work. 15. Avoids tasks requiring close eye work.	
III. Speech Impairment	
1. Does not speak distinctly and lacks sufficient volume to be heard. 2. Tries hard, but no sound comes out. 3. Blinks their eyes excessively or engages in other body motions. while talking. 4. Lisps. 5. Omits sounds from words, adds to words, distorts words and substitutes one letter or another.	* Find ways to have the child talk. * Encourage the child to talk even if he has difficulty. * Call on the child at the beginning of the class time. Waiting seems to generate anxiety. * Excuse the child from speaking if he is having an unusual amount of difficulty in one day.
IV. Motor Impairment	
1. Has defects which interfere with normal functioning or the bones, muscles, or joints. 2. Has limited self-mobility. 3. Has personal appearance that may indicate some physical limitation. 4. Feels rejected by peers when judged by physical appearance. 5. May or may not accept own disability, and possible appearance, as permanent. 6. May be overly rejecting or overly demanding of help from others. 7. May be stronger or weaker physically than he/she appears to be.	* Allow student with manipulative impairments ample time to complete tasks involving manual dexterity. * Demonstrate a procedure, then let the student do it. Don't be overly concerned if the student makes a mistake; convert that mistake into a learning experience. * Permit a student for whom transporting books and supplies is a burden to have a duplicate of textbooks or other supplies, one to be stored in the classroom and the other kept at home. * Modify laboratory equipment and facilities in the following ways: a. remove obstructions and provide ample space between aisles and around equipment b. alter the level of the work area

Description	Recommendations
	c. provide simple cabinet handles (rather than knobs) for amputees with prostheses d. use mobile demonstration units that can be moved from student to student e. provide outlets, faucets and other controls mounted toward the front and side of the work station (rather than mounted at the rear) f. provide grocer's hook for reaching items

Iowa State University, Department of Home Economics Education. Group Learning Centers. Department of Public Instruction: Des Moines, IA, 1977.

Gibbons, Sarah Jane (Comp.). A Guide to Mainstreaming in Home Economics. West Virginia State Department of Education.

Affective Disability

There is variation from individual to individual; however, learners displaying patterns of behaviors such as withdrawal, disruptions, and antisocial characteristics fit into this category. In order to plan effective learning experiences, it is helpful to seek information from a counselor, social worker, psychologist, doctor, or other specialists.

Description	Recommendations
I. Emotionally Disturbed 1. Is usually intense (anxious, frowning). 2. May become easily frustrated. 3. Is overly sensitive to criticism and has a negative self-image. 4. Appears shaky and nervous, explosive. 5. Demands attention. 6. Is overly self-critical. 7. Imagines peer and/or teacher persecution. 8. Disrupts classroom repeatedly. 9. Does not participate in any activities. 10. Behaves inappropriately or immaturely under normal conditions. 11. Is unable to evaluate personal behavior in terms of the consequences it has for others or self. 12. Appears extremely and frequently unhappy and depressed. 13. Often reacts unacceptably to life situations. 14. Exhibits nervous mannerisms (crying, nail biting, etc.). 15. Is overly anxious to get approval of others. 16. Shows marked degree of fear, apprehension and is easily hurt.	* Provide individual attention. * Decrease pressure in classroom. * Develop personal relationships with student. * Make atmosphere comfortable and pleasant. * Provide a continual course of positive reinforcement for desirable behavior.

Description	Recommendations
17. Appears moody, depressed, suspicious, and seclusive. 18. Appears more unhappy than most children.	

Gibbons, Sarah Jane (Comp.). A Guide to Mainstreaming in Home Economics. West Virginia State Department of Education.

ASSESSING STUDENT NEEDS

Legislation mandates that mainstreamed students follow an Individualized Education Program (IEP). As explained in Section I, this program is based on student evaluation and planning by a designated group of individuals. Often, however, a teacher must individually assess both students and the educational program in order to plan for and provide a desirable match among the two.

In individualized instruction the teacher plans and provides the opportunity and environment for learning; the student assumes the major responsibility of learning. An ideal situation provides each student with a program matched to individual needs and utilizes the appropriate approach and pace.

Education is composed of two major components--subject matter and skills considered essential for all students, and "nice-to-know" or "special interest" knowledge and skills. Essential education consists of those areas of learning considered necessary for survival in society and often forms the "basics" of education. Prior to entering public schools, children receive education in the "basics" at home and/or in their immediate environment. This basic subject matter, also, composes a large portion of the early years of public education.

In most states children are required to attend school between the ages of 6 and 16. The law is explicit in stating that appropriate educational programs must be provided for all students. Parents may choose to use public, private or parochial schools. If public schools are chosen then an appropriate educational program must be provided. Legislation, also, guarantees students the right to free appropriate education until they are 21 or graduate from a high school program, but this right does not mean that students may enter any educational institution or program of their choice.

Cultural dictates provide general guidelines for individualizing programs. The following figure lists these guidelines.

Program Individualization as Defined by Society and Law*	
Compulsory Education (Ages 6 to 16)	• General goals are the same for all students. • Vary program objectives under each general goal. • Vary rate and length of instruction. • Provide intensive forms of instruction and support. • Vary instructional systems and methods according to individual needs.
Postcompulsory Education (Ages 16 to 21 or Graduation from high school)	• Goals and curriculum varied for students. • Vary methods of student selection. • Vary specific program objectives under each general goal. • Vary other teaching strategies as needed or desired.

An important part of the assessment of student needs is the diagnosis of the educational program planned to meet those needs. The two must be matched or an appropriate program does not exist! Assessment should be conducted in the schools where individual students are located and by the teachers who will deliver the programs. Specialists can provide needed consultation and assistance. It is vital that the assessment does not discriminate against the handicapped student.

*Adapted from Reynolds, Maynard C. and Jack W. Birch. Teaching Exceptional Children in America's Schools. Reston, Virginia: The Council for Exceptional Children, 1977, p. 113.

ACTIVITIES
FOR
SECTION II

ACTIVITY 1

Select a lesson plan. Adapt this plan, following the format on the next page, for a mainstreamed student.

Lesson Plan Format:

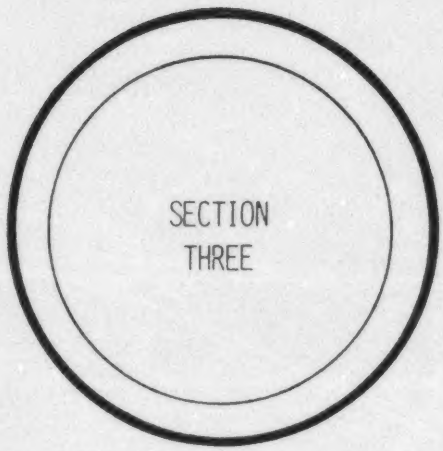
1. Lesson Plan Title _____ 2. Concept to be Taught _____

3. Handicapping Condition _____

Objectives	Content	Learning Activity	Adaptation

ACTIVITY 2

Select a simple skill that is essential to participation in your class. List the steps you would use to teach this skill to a student of low cognitive ability. Compare these steps to those you would normally use to teach the skill.


SECTION
THREE

EVALUATION

Because the performances of many handicapped learners cannot be compared, teachers often question how to select appropriate methods of evaluation. Establishing a method for evaluating each handicapped learner is necessary. This method should measure progress and exhibit evidence of ability level.

"No practice of contemporary education has a greater effect upon a child's self-concept that the grades he receives" (Neff and Pilch, 1976, p. 130). Research has shown that low marks do not motivate students to study harder and learn more. Grades produce an evaluation of many types of achievement, e.g., neatness, grammar, progress, and many handicapped learners are capable of only one or two types of achievement. The process of grading facilitates evaluation of large numbers of students, but overlooks individual differences. Grades seldom provide an accurate measure of what a student has learned nor do they provide a realisitic model for the competition found in life.

Key points to consider in determining types of mainstreamed student evaluation include:

- Provide a means for success
- Provide an opportunity for student input, e.g. contracts
- Remember that learning may occur in small increments--a little learning may be a major accomplishment
- Provide for individual difference in students

Neff, Herbert and Judith Pilch. Teaching Handicapped Children Easily. Springfield, Illinois: Charles C. Thomas, 1976.

Two excellent resources in this area are:

1. Redick, Sharon. "Evaluation in the Mainstreamed Classroom," Illinois Teacher of Home Economics, November/December, 1980, p. 71.

2. Borders, Joan. "Contract for Success," VocEd, April 1981, p. 49.

ACTIVITIES
FOR
SECTION III

ACTIVITY 1

A. Plan for the use of contract grading with mainstreamed learners in your classroom.

B. Determine the differences in the use of a contract with mainstreamed learners versus "average" learners.

ACTIVITY 2

Review the lesson plan you adapted in Section II. Determine how you would evaluate the handicapped learner who completed the lesson.

SUGGESTED
RESOURCES

GENERAL RESOURCES

- Brooks, A. Mainstreaming in perspective. Teacher, April 1979, 96(8), 58-59.

  This article deals with concerns of classroom teachers over the way they feel administrators are overseeing the implementation of P.L. 94-142. Teachers feel they do not have ncesssary prior preparation.

- Broadman, Sharon G. (ed.) In Service Programs for Helping Regular Classroom Teachers Implement Public Law 94-142. Washington, D.C.: Clearinghouse Teacher Education, 1980.

- The Brown Agency. Vocational Industrial Training Alternatives Newsletter. Lemoyne, Pennsylvania.

- Center for the Family, AHEA. Rehabilitation for Independent Living: A Selected Bibliography. Washington, D.C.: Public Women's Committee on Employment of the Handicapped, 1978.

  This publication includes a basic list of materials in the field of independent living for individuals with physical disabilities, some sections include information on the child with a physical handicap, cookbooks, as well as communication and architectural barriers.

- Clarification of P.L. 94-142 for the Classroom Teacher. Philadelphia: Research for Better Schools, Inc., 1978.

  The purpose of this guide is to: Outline and summarize those provisions of P.L. 94-142 which are of most concern to the classroom teacher; Address some of the questions regarding P.L. 94-142 that have been asked by classroom teachers; Increase teachers' sensitivity to the needs of handicapped students; Facilitate a team approach to the development of Individualized Education Programs; Help teachers and students see handicapped children as having personal needs and aspirations similar to their own; Provide highlights of the regulation implementing P.L. 94-142 pertinent to teachers in a ready-reference format; and Provide sources for further information on P.L. 94-142 as it relates to the classroom teacher, mainstreaming, classroom activities and organization and parent/teacher relations.

- Clearinghouse on the Handicapped. Directory of National Information Sources on Handicapping Conditions and Related Services. Washington, D.C.: Office for Handicapped Individuals, 1976.

  A listing of national level organizations which would respond to inquiries from the public and professionals on a variety of topics.

- Cleland, Charles C. and Jon D. Swartz. Exceptionalities Through the Lifespan. New York: MacMillan Publishing Co., Inc., 1982.

  A book to introduce students to handicapped persons, their problems, and some of the methods for assisting them in living an enjoyable life.

- Dunn, Lloyd M. (ed.) Exceptional Children in the Schools, New York: Holt, Rinehart and Winston, Inc., 1973.

  A text which critically examines traditional practices in special education and suggests needed new directions.

- ERIC Reports. U.S. Department of Health, Education, and Welfare, National Institution of Education. Washington, D.C.: Resource Information Center.

  An annotated bibliography of various teaching materials used in the vocational subject areas. Good for vocational teaching information.

- Gearheart, Bill R. and Mel W. Weishahn. The Handicapped Child in the Regular Classroom. St. Louis: The C.W. Mosby Company, 1976.

  The purpose of this text is to present an overview of the types of handicapping conditions and to focus on "what to do" and "how to do it" in a regular classroom.

- Haring, Norris (ed.) Behavior of Exceptional Children. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974.

  This text focuses on a wide variety of classroom instruction for use with exceptional children.

- Hewett, Frank M. Education of Exceptional Learners, Boston: Allyn and Bacon, Inc., 1977.

  This book is about exceptional learners and provides an introduction to them about their needs.

- Home Economics Education Association of the National Education Association. Home Economics for Learners With Special Needs, Washington, D.C.: Home Economics Education Association, 1976.

  This publication contains descriptions of the physically handicapped learners, the emotionally handicapped learner and the mentally handicapped learner as well as information on home economics for these students and teaching learners with special needs. Other sections discuss how home economics contributes to independent and enriched living, and mainstreaming.

- Illinois Teacher of Home Economics. Volume XXIV, No. 2, November/December 1980.

  Entire issue focuses on educating the handicapped. Various issues in developing and implementing home economics programs in the mainstreamed classroom are addressed in several articles. Articles are included on teaching students with handicapping conditions, e.g., the trainable mentally retarded and the blind. A number of authors deal with home economics content areas and their relationship to the particular needs of handicapped persons. Parental concerns and the need for family counseling are discussed by some of the writers. And, rehabilitation issues are explored in many of the articles mentioned above as well as in those articles on professional opportunities for home economists to work with the handicapped.

- Larsen, Stephen C. and Mary S. Poplin. Methods for Educating the Handicapped. Boston: Allyn and Bacon, Inc., 1980.

  The purpose of this book is to provide educators with a well-grounded and defensible approach for teaching handicapped children.

- Lorner, Janet W. Children With Learning Disabilities, Boston: Houghton Mifflin Company, 1976.

  This book is designed to provide a broad overview of the field of learning disabilities for professionals preparing to work with the learning-disabled child.

- Light, Harriet. Meeting the needs of families with handicapped children. Journal of Home Economics, 1979, 3 (71), 26-30.

  Deals with special needs of families with handicapped children. Helpful in dealing with parent/teacher conferences and home visits by indicating problems these families might have.

- McConnell, Nancy P. Different and Alike, Colorado Springs: Current, Inc. 1982.

  A children's book to introduce the idea of handicaps.

- May, E.E., Waggoner, N.R., & Hotte, E.B. Independent Living for the Handicapped and Elderly. Boston: Houghton Mifflin, 1974.

  This is a how-to book to help people with physical limitation live as independently as possible. It stresses work simplification principles in the home including care of a young child. The authors devote three chapters to design and adaptation of clothing for convenience, comfort, and self-help features. Specific adaptations for living areas developed in the United States and other countries are amply described and illustrated. This is a good source of practical information for everyday living situations.

- Meyer, Edward L. Exceptional Children and Youth. Denver: Love Publishing Company, 1978.

  This book offers a current perspective on practices evolving from events of the 1970's in the context of instructional planning.

- Neff, Herbert and Judith Pilch. Teaching Handicapped Children Easily, Springfield, Illinois: Charles C. Thomas Publisher, 1976.

  A manual and text for those who will be working with handicapped children.

- Paul, James L. et al. Mainstreaming: A Practical Guide. Syracuse: Syracuse University Press, 1977.

  A practical guide for all those involved with mainstreamed students.

- Phelps, L., & Lutz, R.J. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn & Bacon, 1977.

  Up-to-date information and strategies for creating and improving career preparation programs for handicapped and disadvantaged learners.

- President's Committee on Employment of the Handicapped. Bibliography of Secondary Materials for Teaching Handicapped Students, Washington, D.C.

  A listing of materials dealing with the delivery of educational services to the handicapped.

- Reynolds, M. & Birch, J. Teaching Exceptional Children in All of America's Schools: A First Course for Teachers and Principals.

  This book applies to all educators. It is planned for use as a text in the preparation of all preschool, elementary, secondary, and special subject teachers, and for those readying themselves to be administrators or specialists with exceptional children.

- Roberts, J. et al. Preservice teachers learn from special students. Journal of Home Economics, 1979, 1(71), 48-50.

  As a part of "Methods of Teaching and Evaluating Home Economics Students," at Colorado State University, pairs of preservice teachers plan, prepare, and teach weekly life skills classes for disadvantaged, handicapped, and special students.

- Technical Assistance and Dissemination Network: Illinois Special Needs Population. Illinois State University, Normal, Illinois.

  A newsletter to provide information on special needs to vocational eudcators.

- Tinner, Gladys R. A special program for special students. Journal of Home Economics, 1973 3(65), 24-26.

  "Mentally educable" students (IQ scores between 50 and 75) are exposed to various job-related learning experiences, and actual on-the-job experiences.

- Turnbull, A.P., & Shultz. Mainstreaming Handicapped Students: A Guide for the Classroom Teacher. Boston: Allyn and Bacon, Inc., 1979.

  Instructional techniques, materials, and procedures for smoother mainstreaming and effective classroom management. How to adapt regular classroom procedures for handicapped students.

- Vocational Studies Center. Improving Vocational Education and Employment for Handicapped People. University of Wisconsin-Madison, 1982.

  Explanation of a process for facilitating interagency linkages in Wisconsin.

- Wall, James, E. (Ed.) Vocational Education for Special Groups, Sixth Yearbook. Washington, D.C.: American Vocational Association, 1976.

  A collection of articles concerning vocational education and special needs learners.

- Weisgerber, Robert A. A Special Educator's Guide to Vocational Training. Springfield, Illinois: Charles C. Thomas, Publisher, 1980.

  A book dealing with the combination of special education and vocational education.

- U.S. Department of Agriculture. A Selected Bibliography on Handicapped. Compiled by Ella Mae Berdahl, Program Leader, EFNEP, Home Economics Extension Service. Washington, D.C.: Author, January 1977. 13 pp. Mimeograph.

  Contains bibliographies, catalogs, directories, newsletters on architectural barriers, clothing, education, employment, health care, home management, personal adjustments, activity and recreation and audio-visual resources (slides, films and TV series).

EDUCABLE MENTALLY RETARDED/LOW COGNITIVE

- Birch, J.W. Mainstreaming: Educable Mentally Retarded Children in Regular Classes. Reston, VA: The Council for Exceptional Children, 1974.

  This book explains mainstreaming: the definition, the uses, and six case studies of mainstreaming programs for the educable mentally retarded. The unique qualities of each case are explained as well as why each program was successful.

- Griffith, J.R. Mainstreaming EMR students. Illinois Teacher, November/December 1977, XX1(2), 72-74.

  What does "least restrictive environment" mean? To this author it means that EMR students will not be restricted to a special classroom but be enrolled in other classes. A list of characteristics of the EMR student is provided and Griffith suggests that individualized instruction is most satisfactory in meeting learners of various levels. The importance of success and enhancing self-concept is stressed.

  A good article on the characteristics of EMR students and some of the problems the EMR student and teacher must face when the student is mainstreamed into the classroom.

HEARING IMPAIRED

- Beckman, C., Mainstreaming: Hearing impaired students. Journal of Home Economics, March 1978, 70(2), 34-38.

  This article presents some ideas and methods for providing a stimulating learning environment for students with hearing loss, as well as some background information on mainstreaming handicapped students into regular classrooms.

- Clark, J., & Pieper, E.J. The hearing impaired child. Instruction, March 1976, 152.

  This article suggested ways the classroom teacher could help hearing impaired children cope. Also experiments were given which could be performed in the classroom to demonstrate what it would be like to have a hearing impairment.

- Kindred, E. Integration at the secondary school level. Volta Review, January 1976.

  This article is concerned with an overall secondary school integration program to meet the individual needs of each hearing impaired student. Integrating benefits, limitations, and problems are considered.

- Orlansky, J.Z. Mainstreaming the Hearing Impaired Child. Boston: Teaching Resources Corporation, 1977.

  Through cartoon drawings and simple terms, this book keeps your attention and is easy to read and understand. It presents the terminology, explains how the teacher could help the student, and presents a story about the life of a child with a hearing impairment. A long list of resource materials and people are listed in the back. Other books in this series deal with hyperactivity, gifted, behavior disorders, and learning disabilities. Excellent.

- Powers, G.W. Helping the hearing impaired child. Pennsylvania School Journal, December 1976, 125(2), 74-77.

  Gerald W. Powers identifies one of the problems in mainstreaming a hearing impaired student to be that specialists often fail to provide information to classroom teachers. Regular teachers are often the last to obtain information about a hearing impaired student and seldom are consulted in planning programs for the student. Teachers may not recognize a hearing impaired student causing frustrations to both teacher and student.

  The article provides a list of general characteristics of a hearing impaired child and suggestions for the education of that student. This article encourages every classroom teacher to identify the "signs" of a problem and obtaining proper information to help students minimize the effects of the handicap.

- Rosenthatl, Richard. The Hearing Loss Handbook. New York: St. Martin's Press, 1975.

  The author has a hearing impairment and advises others with this problem about what to expect, adjustments to make, how others react to you, and what doctors or merchants to avoid or see. His aim is to develop a successful deafness consumer. This book is informative and easy reading.

- Witcher, B. She's not deaf, she's hard of hearing. Vota Review, October 1974, 428-434.

  This article presents a parents' view of their sixteen year old daughter's hearing impairment. It describes how the daughter's problem was identified, the parent's adjustments, and the daughter's adjustments. This article also describes the social situation created by mainstreaming.

LEARNING DISABLED

- Daly, M. Does your child have a learning disability? Better Homes and Gardens, May 1978, 23, 68-70.

  This article addresses common questions regarding the confusing label of a "learning disability": What it really means; what can be done for specific problems; and how parents and teachers can put the situation into perspective?

  It points out the belief of some experts that the LD label has become a catchall diagnosis for problems that have no other explanation. Teachers will find a variety of symptoms and helpful suggestions for working with these students.

- Stevens, B.J. Techniques to try for learning disabled. Pennsylvania School Journal, October 1979, 128(1), 28-30.

  This article describes fourteen specific techniques adapted from Academic Activities for Adolescents with Learning Disabilities, Evalyn James Bailey, Learning Pathways, Inc., 1975. Experts in the field of special education insist that the techniques will work. Stevens suggests that all teachers working with a specific student share through "staffings" (meeting of all personnel associated with a student) appropriate placement, types of support available for teachers, and compensatory modes which are most effective. This article would be of help to any teacher who has students with learning disabilities. It gives specific examples of compensatory techniques which work effectively with students.

PHYSICAL HANDICAP

- Ability--Not Disabled. Minnesota: Agricultural Extension Service, University of Minnesota, 1975.

  A series of films and booklets that deal with the subjects of rheumatoid arthritis-kitchen activities, work simplification and shopping and other household tasks; adaptations of clothing for many physical limitations; adaptations of bathrooms for all handicaps; activities and labor saving techniques for one-handed or stroke inflicted homemakers; energy saving techniques for those with heart disease, multiple sclerosis and other low energy conditions; practical tips and adaptations for wheelchairs; and family cooperation and acceptance.

- Bigge, J.L. & O'Donnell, P.A. Teaching Individuals With Physical and Multiple Disabilities. Columbus, OH: Charles E. Merrill Publishing Company, 1976.

  Although designed as an aid for curriculum development and instruction of persons with physical and multiple handicaps, this book would also be informative for parents and others in contact with physically handicapped persons. It includes many pertinent photographs and long resource lists for each chapter. Topics included are wide-ranging: conditions causing physical disabilities, normal developmental patterns of disabilities, rehabilitation, psychological aspects, self-care, severe communication problems, leisure activities and work situations.

VISUALLY IMPAIRED

- A Step-by-Step Guide to Personal Management for Blind Persons. American Foundation for the Blind, 1974.

  This guide contains detailed instruction useful to the blind person, his family, and school instructors to develop the blind person's ability to function independently. The personal management skills included in this publication include personal hygiene and grooming, cooking, and a wide range of homemaking repair duties.

- Porter, E. et. al. Visually handicapped student. Journal of Home Economics, March 1978, 70(2), 34-38.

  This article gives ideas and methods for students with visual handicaps. (Adapting sewing equipment, teaching hand sewing skills, pattern preparation, putting in zippers, and general tips on teaching the visually handicapped.)

AGENCIES AND ORGANIZATIONS

GENERAL

- Pennsylvania Department of Education
  Central Pennsylvania
  Special Education Resource Center
  4400 Franklin Street
  Harrisburg, PA 17111
  (717) 564-1876

- Department of Education
  Bureau of Special Education
  333 Market Street
  Harrisburg, PA 17125
  (State Plan p. 62--Network of resources)

- Pennsylvania Bureau of Vocational Rehabilitation
  Hiram G. Andrews Center
  727 Goucher Street
  Johnstown, PA 15905
  (814) 255-5881

- Wisconsin Vocational Studies Center
  University of Wisconson-Madison
  964 Educational Sciences Building
  1025 West Johnston Street
  Madison, WI 53706

- American Association on Mental Deficiency
  5101 Wisconsin Avenue, N.W.
  Washington, D.C. 20016
  800-424-3688

- Association for Children with Learning Disabilities (ACLD)
  4156 Library Road
  Pittsburgh, PA 15234

- American Vocational Association (AVA)
  2020 North 14th Street
  Arlington, VA 22201

- Commission on Accreditation of Rehabilitation Facilities (CARF)
  2500 North Pantano Road
  Tucson, AZ 85715
  602-886-8575

- Council for Exceptional Children
  1920 Association Drive
  Reston, VA 22091
  800-336-3728

- National Center for Law and Handicapped, Inc.
  1235 North Eddy Street
  South Bend, IN 46617

- National Association of Vocational Educational Special Needs Personnel (NAVESNP)
  University of Nebraska
  Lincoln, NE 68588

- National Rehabilitation Association (NRA)
  1522 K Street, N.W.
  Washington, D.C. 20005

- Vocational Evaluation and Work Adjustment Association (VEWAA)
  (Join by applying to NRA)

PHYSICAL HANDICAP

- Muscular Dystrophy Association, Inc.
  225 West 25th Street
  Medical Arts Building
  Suite 208-209
  Erie, PA 16501
  (814) 459-3107

- American Diabetes Association
  959 Wyoming Avenue
  Scranton, PA 18505
  (717) 344-0820

- Cystic Fibrosis Foundation
  Western Pennsylvania Chapter
  1015 Investment Building
  239 Fourth Avenue
  Pittsburgh, PA 15222

VISUALLY IMPAIRED/PHYSICAL HANDICAP

- Library for the Blind and Physically Handicapped
  919 Walnut Street
  Philadelphia, PA 19107
  (800)-222-1754
  toll free

- Library for the Blind and Physically Handicapped
  Carnegie Library of Pittsburgh
  4724 Baum Boulevard
  Pittsburgh, PA 15213
  (800)-242-0586
  toll free

- Pennsylvania Office for the Visually Handicapped
  300 Capital Associates Building
  P.O. Box 2675
  Harrisburg, PA 17120
  (717)-787-6176--district offices given

RELATED LITERATURE

EDUCABLE MENTALLY RETARDED/LOW COGNITIVE

- Koob, Theodore. Deep Search. A sixteen-year-old girl finds herself in the midst of her parent's disagreement about the future of her ten-year-old brother who is mentally retarded.

LEARNING DISABILITY

- Craig, Eleanor. P.S. You're Not Listening. When Eleanor Craig took on the assignment to teach a class of special children who had been declared "unteachable" by others, she knew it wouldn't be easy. Having no guidelines but her own empathy and resourcefulness, Mrs. Craig tries to reach the center of the children's chaotic world and to gain their trust.

PHYSICAL HANDICAP

- Eareckson, Joni. Joni. The unforgettable story of a young woman's struggle against quadriplegia and depression. Joni Eareckson was the victim of a diving accident that left her totally paralyzed from the neck down.

- Killilea, Maria. Karen. A mother tells how she and the whole family helped Karen, born with cerebral palsy, overcome her handicaps.

- Kilmot, Jill. The Other Side of the Mountain. An autobiography by a competitive young skier who falls and breaks her back. The recovery and return to a productive life are made possible because of her friend's concern for the individual.

VISUALLY IMPAIRED/HEARING IMPAIRED

- Krents, Harold. To Race the Wind. An autobiography by a blind student out of his own for the first time. The play and movie Butterflies are Free was based on the experiences of the author.

- Davidson, Mickie. Helen Keller's Teacher. Meet Annie Sullivan the indomitable young woman who opened the doors to life for Helen Keller who was deaf, mute, and blind.

- Robinson, Veronica. David in Silence. In the new town where his family has moved, David, who has been deaf since birth, finds himself disliked by the other children. At least, with the support of one friend, Michael, he is able to prove his worth as a person.

EMOTIONAL

- Neufeld, John. Lisa, Bright and Dark. The story of a sixteen-year-old girl and the help she receives to keep her emotions stable.

AUDIO VISUAL

GENERAL

- To Live as Equals. London Films, 52 Undercliff Terrace South, West Orange, New Jersey 07052.

  Allows young retarded persons to speak for themselves on becoming more fully integrated into their communities. Outstanding film. Positive approach.

- Meet Half Way. Robin Miller Filmaker, 606E Broad Street, Bethlehem, Pennsylvania 18018.

  Assists educators in integrating handicapped students into vocational education classes, and encourages them to develop adaptations in response to student needs.

- The Worth of a Child, Brigham Young University, Media Marketing, West 170 Stadium, Provo, Utah 84602.

  Presents the problems which arise in regular classrooms when mentally retarded children are mainstreamed.

- The I.E.P.: The Individualized Education Program. The Pennsylvania State University, Audio Visual Services, University Park, Pennsylvania 16802.

  An introduction to the development, implementation, and review of an I.E.P., the right to due process proceeding, and program planning conference.

LEGISLATION

- P.L. 94-142: Equality of Opportunity. The Pennsylvania State University, Audio Visual Services, University Park, Pennsylvania 16802.

  Explanation of the complex legislation in Public Law 94-142. Shows educational setting ranging from a regular classroom to a self-contained class in a residential institution, as well as I.E.P.

EMOTIONAL

- A Touch of Hands. The Stanfield House, 12381 Wilshire Boulevard, Suite 203, Los Angeles, California 90025.

  Depicts the excitement and the productivity of activities with a group of emotionally disturbed children.

LEARNING DISABILITY

- Horizon of Hope. The Pennsylvania State University, Audio Visual Services, University Park, Pennsylvania 16802.

  Special school at UCLA Neuropsychiatric Institute where children with learning disabilities are helped. Children's problems range from mental retardation, brain damage and psychological impairment to cultural deprivation. Teaching techniques.

VISUALLY IMPAIRED/HEARING IMPAIRED

- Helen Keller in Her Story. The Pennsylvania State University, Audio Visual Services, University Park, Pennsylvania 16802.

  Documentary narrated by Katharine Cornell traces life of Helen Keller, tells of her attainments despite the handicaps of blindness, deafness, and muteness, and shows her work for others.

- Pay Attention: Problems of Hard-of-Hearing Children. The Pennsylvania State University, Audio Visual Services, University Park, Pennsylvania, 16802.

  Problems faced by hard-of-hearing children; emotional difficulties and maladjustments resulting from lack of understanding by parents, teachers, and friends. Appropriate teaching techniques.

- Blind Sunday. Time-Life Films, Inc., Time and Life Building, Rooms 32-48, New York, NY 10020.

  Reveals a self-portrait of a blind girl who tries to live as normal a life as possible.